

City College of San Francisco
Distance Education Addendum

I. GENERAL INFORMATION

A. Date	September 2014
B. Department	Fashion
C. Course Identifier	FASH 53
D. Course Title	Fashion Forecasting
E. Preparer	Natalie Smith
F. Department Chair	Diane Green
G. Dean	Kimberly Harvell

II. DISTANCE EDUCATION JUSTIFICATION

Fashion Forecasting lends itself to online delivery for several reasons. The class meets the needs of distance-learning students, providing an additional pathway to those seeking an AS degree or certificate but who cannot regularly attend a face-to-face class. Additionally, the enhanced accessibility of this course provides another access point for students seeking to achieve an AS degree or certificate in Fashion Merchandising or Styling Certificate. Fashion Forecasting requires students to attend face-to-face meetings while completing a majority of coursework remotely; such participation tends to be less inhibited, and students are more likely to share relevant experiences, cultural background, and political opinions-important aspects of Fashion Forecasting. Also, online communication reveals the sometimes hidden diversity of the classroom and the subjects that students are sometimes hesitant to engage with during face-to-face communication. Class activities and presentations, both in the online and face-to-face environment, balance the participation of all students since they are compelled to interact with one another on a regular basis.

III. INSTRUCTIONAL DELIVERY

A. Use of Technology. Check the technology(ies) that students will use as an alternate to classroom instruction:

- Online Learning Management System
- Televised Instruction
- Other

B. Student-Instructor Contact.

1. Check the modes that students will be able to use ask the instructor questions
 - Email
 - Online discussion boards or other asynchronous communication
 - Online chat or other synchronous communication
 - Telephone
 - Face to face meetings
 - Other:

2. Check the modes the instructor will use to prompt for student contact

- Email
- Online discussion boards or other asynchronous communication
- Online chat or other synchronous communication
- Telephone
- Face to face meetings
- Other:

3. Please provide details on 1 and 2 above. Be sure to include the frequency of student-instructor contact.

Students will attend five on-campus meetings. The face-to-face meetings will focus on group projects and presentations. Face-to-face meetings provide opportunities for students to communicate presentation skills with an classmates who are different, revealing aspects of diversity (ie: accents, race, nonverbal communication norms) that may not be easily observed in online communication. Students will be expected to contribute to discussion forums and class activities sincerely and substantively. Additionally, forums/class activities will prompt students to interact with each other in meaningful and substantive ways. Including the face-to-face meetings, students will participate in the equivalent of three hours of coursework per week. Students may interact with the instructor via course email, during face-to-face meetings, and/or office hours. The instructor will respond to all course email every 24-72 hours. The instructor may also be available for face-to-face meetings/conversations as well as real-time mediated conversations using tools such as Google Hangout. Announcements will be used to prompt students when a new week of content is available. The instructor will routinely prompt students to complete course tasks. A forum will be set up so that students can post general course questions, organize study groups, and work together on course content. Students are encouraged to post questions and concerns to a general course forum so that all students can benefit. Such a forum builds a sense of community and encourages student engagement. The instructor will be an active participant and promoter in discussion forums, working to engage students as much possible and to deepen contact for all. The instructor will provide feedback after forum postings, class activities, and assignments; whether it is individually or en masse will depend upon the forum/activity/assignment and the type of feedback. The instructor will prompt students who are not regularly participating in coursework and/or who have not accessed the class after one week.

IV. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. Collaborate in small groups to create hybrid word and mood board
2. Research, develop and present final fashion forecast for a year from now

3. Final project: Create fashion forecasting journal which includes final fashion forecast
4. Field trips such as visiting stores and malls to conduct consumer and retail shopping surveys
5. Readings from handouts, websites and other reference materials on topics such as color forecasting, textile forecasting and macro trends
6. Attend and write trend report on annual CCSF fashion show
7. Trend spotting: identify one current trend and relate to history
8. Analyze trends from fashion to technology and connect the dots
9. Research trend innovators
10. Thrift store shopping to identify what trends from periods past have influenced current trends
11. Research how media is an important indicator for fashion of the future
12. Complete final fashion forecast
13. Complete fashion forecasting journal

B. Evaluation and Modes

1. Participation in activities and discussions both online and in face-to-face meetings
2. Quizzes submitted remotely on topics such as forecasting terminology and the key components of a fashion forecast
3. Completeness, quality and timeliness of assignments submitted online
4. Mid-term exam submitted remotely on topics such as forecasting terminology, fashion evolution and fashion cycles
5. Completeness, quality and timeliness of fashion forecast for the next year submitted online
6. Completeness, quality and timeliness of capstone assignment - final forecasting journal submitted online
7. Final exam submitted remotely on topics such as forecasting terminology, direction of fashion change, consumer research and color forecasting

C. Textbooks and Other Instructional Materials

1. Instructor-generated handouts on topics such as fashion history, Nystrom's framework of the zeitgeist and fashion adoption theories
2. Reference textbook, Fashion Forecasting, Third Edition, by Evelyn L. Brannon, 2010
3. Periodicals such as New York Times, Women's Wear Daily and SF Chronicle

D. Articulation

- This course does not articulate with any courses at a four-year school
- This course articulates with one or more courses at a four-year school. The department has discussed the impact of a distance education mode with the Articulation Officer.

E. Distance Evaluation Integrity

Students will be required to attend at least five face-to-face meetings. In-person sessions afford opportunities to assess students' proficiency with topics covered online. Students will securely log in to access online course materials and must actively participate each week. Forum posts encourage students to offer a unique perspective in response to forum questions/prompts; academic dishonesty is hindered when the required answers must be original. Each student's forum posts and assignments/outlines will be compared for consistency of writing style and originality. Responses to assignments and quiz questions will be pooled and analyzed for collusion and plagiarism. The quizzes are timed and available during a short window of time to inhibit collusion. Both the questions and the multiple choice answers within are randomized/shuffled for each student.

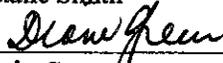
F. Textbook and other Instructional Materials

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2. Reference textbooks:
 - a. Evelyn L. Brannon, *Fashion Forecasting*, Third Edition, 2010
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City College of San Francisco
Course Outline of Record

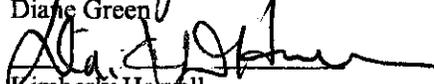
I. GENERAL DESCRIPTION

- A. Approval Date September 2014
B. Department Fashion
C. Course Number FASH 53
D. Course Title Fashion Forecasting
E. Course Outline Preparer(s) Natalie Smith
F. Department Chairperson



Diane Green

- G. Dean



Kimberly Harvell

II. COURSE SPECIFICS

- A. Hours Lecture: 3 weekly (52.5 total)
B. Units 3
C. Prerequisites None
Corequisites None
Advisories None
D. Course Justification

The fashion industry includes manufacturing, marketing, and retailing sectors. Professionals in these sectors are united in their dependence on trend analysis and forecasting. It is essential for students in the fashion merchandising program to fully understand the role and importance of trend forecasting and how it is and can be used by various individuals working in different fashion sectors. This course is required for both the major and certificate in Fashion Merchandising.

- E. Field Trips Optional
F. Method of Grading Letter, Pass/No Pass
G. Repeatability 0

III. CATALOG DESCRIPTION

The theories and frameworks underlying forecasting in the textile and apparel industry. The factors involved in planning and presenting the forecast. Emphasis on using print, Internet and broadcast information in competitive analysis.

IV. MAJOR LEARNING OUTCOMES

Upon completion of this course a student will be able to:

- A. Describe the evolution of fashion from the twentieth century to present day.
B. Explain the concept of zeitgeist and its impact on fashion change.
C. Analyze the fashion cycle and distinguish the directional theories of fashion movement.
D. Synthesize data collected from trend spotting, consumer surveys and retail shopping to find clues for new predictions.

V. CONTENTS

- A. The evolution of fashion
 - 1. Twentieth century to present day
 - 2. Fashion designers
 - 3. Celebrity fashion icons
- B. Zeitgeist or "spirit of the times"
 - 1. Nystrom's framework
 - a. Dominating event
 - b. Dominating ideal
 - c. Dominating social group
 - d. Dominating attitude
 - e. Dominating technology
 - 2. Fashion of the time
- C. Fashion movement
 - 1. The fashion cycle
 - 2. Theories of fashion adoption
 - a. Trickle down
 - b. Trickle across
 - c. Trickle up
 - 3. Pendulum swings
 - 4. Fashion curves
 - a. Fad
 - b. Classic
- D. Trend research and analysis
 - 1. Trend spotting
 - 2. Media relevance of current and future trends
 - 3. Consumer surveys
 - a. Generational cohorts
 - b. Understanding consumers' wants and needs
 - 4. Retail shopping surveys
 - 5. Connecting the dots in trends from fashion to technology
 - 6. Observation of social, cultural and environmental influences
- E. Anatomy of a fashion forecast
 - 1. Trend
 - a. Macro
 - b. Mega
 - 2. Key components
 - a. Theme
 - b. Color
 - c. Textiles
 - d. Silhouette
 - 3. Presentation
 - a. Target audience
 - b. Script and sources
- F. The role of the forecaster

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. In-class
 - a. Collaborate in small groups to create hybrid word and mood board
 - b. Quizzes on topics such as forecasting terminology
 - c. Research, develop and present final fashion forecast for a year from now
 - d. Final project: Create fashion forecasting journal which includes final fashion forecast
 - e. Field trips such as visiting stores and malls to conduct consumer and retail shopping surveys
2. Out-of-class
 - a. Readings from handouts, websites and other reference materials on topics such as color forecasting, textile forecasting and macro trends
 - b. Attend and write trend report on annual CCSF fashion show
 - c. Trend spotting: identify one current trend and relate to history
 - d. Analyze trends from fashion to technology and connect the dots
 - e. Research trend innovators
 - f. Thrift store shopping to identify what trends from periods past have influenced current trends
 - g. Research how media is an important indicator for fashion of the future
 - h. Complete final fashion forecast begun in class
 - i. Complete fashion forecasting journal begun in class

B. Evaluation

1. Participation in class activities and discussions
2. Quizzes on topics such as forecasting terminology and the key components of a fashion forecast
3. Completeness, quality and timeliness of assignments
4. Mid-term exam on topics such as forecasting terminology, fashion evolution and fashion cycles
5. Completeness, quality and timeliness of fashion forecast for the next year
6. Completeness, quality and timeliness of capstone assignment - final forecasting journal
7. Final exam on topics such as forecasting terminology, direction of fashion change, consumer research and color forecasting

C. Textbooks and other instructional materials

1. Instructor-generated handouts on topics such as fashion history, Nystrom's framework of the zeitgeist and fashion adoption theories
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VII. TITLE 5 CLASSIFICATION

CREDIT/DEGREE APPLICABLE (meets all standards of Title 5. Section 55002(a)).